

Childminder report

Inspection date: 22 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop secure and close bonds with the childminder. They move happily around her home and garden. Children show that they enjoy the childminder's company and trust her to take good care of them. For example, they tell the childminder when their clothes are wet and cooperate as she helps them change.

Children benefit from a childminder who calmly and kindly supports them to manage their emotions and consider the needs of others. Children listen well as the childminder helps them understand why and how to share and take turns. Children enjoy playing together and behave appropriately for their age.

Children take part in a wide range of interesting and stimulating learning experiences. These activities help to prepare them well for their future learning, and help them see learning as enjoyable and worthwhile. Children look forward to times when the childminder reads to them. They enjoy talking about what they can see in the pictures. Children enjoy solving problems, for example how to transport water without spilling it. Children listen intently as the childminder gives them the language to describe what they see and do. Children then show pride as they repeat back these words.

What does the early years setting do well and what does it need to do better?

- The childminder is very effective at supporting all children's language development, including children who may need extra support with this. She models words clearly. Children listen and add to their vocabulary. For example, they remember the words 'seagull' and 'headlamp' that the childminder has taught them. Children use these words in context.
- The childminder recognises the impact that the COVID-19 pandemic has had on some children's experiences. For example, some children have had fewer outings or opportunities to meet different people. In response, the childminder plans a well-considered programme of outings to help children broaden their experiences and learn more about their interests. Children excitedly recall visiting bird sanctuaries and local museums.
- Overall, the childminder plans the curriculum very well. She knows what she wants children to learn next and why. However, she is not so clear about the specific mathematical knowledge she wants to teach next. As a result, she does not consistently make the most of opportunities to introduce mathematical language into children's play, to best support this aspect of learning.
- Children develop a good range of physical skills because the childminder plans carefully to support these. For example, she sets up trays and tables of resources to encourage younger children to pull themselves to standing. These children are curious to see what is on offer and show delight as they carefully

balance on their feet. Older children have ample opportunities to run, climb and manipulate small objects.

- Children confidently explore the resources on offer. They know where to find things they need because the childminder displays toys clearly. This helps children develop well into independent learners. For example, children know where to find particular toy vehicles they need for their play.
- Occasionally, when planning adult-led activities, the childminder overcomplicates the resources. This hinders children's ability to use the resources purposefully. For example, children cannot push vehicles around a tray with ease because there are too many other resources in the way.
- Children focus well on their learning. They find the experiences on offer interesting and stimulating. Children are developing well into confident learners. This was illustrated when children remained interested in a water play activity for a long time. They enjoyed practising their pouring and collecting, and learning new words about what they were doing.
- The childminder uses care routines very well to build bonds and help children feel emotionally secure. Children new to the setting are supported effectively to settle. They quickly see the childminder as a source of comfort. They enjoy her cuddles and respond to her smiles and gentle words at nappy changing and sleep times.
- The childminder engages professionally and effectively with parents. She gives them regular, accurate updates on their children's progress and makes useful suggestions to support learning further at home. Parents speak very highly of the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date safeguarding knowledge. She attends regular training and completes her own research to ensure she is alert to any changes in legislation or reporting structures. The childminder can recognise the signs or symptoms of potential abuse or neglect, including extreme views. She knows how to report any such concerns, and the importance of doing so promptly, to keep children safe. The childminder adapts her home to ensure it is a safe environment for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- identify more precisely the mathematical knowledge children will most benefit from learning next, to incorporate more learning about numbers and mathematical concepts into children's play
- plan more precisely how to best use resources to enhance some activities, so

children can focus well on the main intended learning.

Setting details

Unique reference number	EY435086
Local authority	Oxfordshire
Inspection number	10228595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2011. She lives in Banbury, Oxfordshire. The childminder offers care all day, Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documents on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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